



# Community Risk Officer

## Course Plan

### Course Details

<b>Certification:</b>	Community Risk Officer
<b>CTS Guide:</b>	Community Risk Officer Certification Training Standards Guide
<b>Description:</b>	This course provides the skills and knowledge needed for the Community Risk Specialist to perform his/her duties safely, effectively, and competently by creating, administering, and evaluating educational programs and information; and managing a Junior Firesetting Intervention Program and the activities of the JFIS I.
<b>Designed For:</b>	Community Risk Officer Candidate
<b>Prerequisites:</b>	Community Risk Specialist Youth Firesetting Prevention and Intervention Level II NFA-FO634; <b>or</b> Youth Firesetting Prevention and Intervention NFA-RO629 PIO Awareness EMI G-289 State OES Delivery JIS/JIC Planning EMI G-291 State OES Delivery Intermediate Wildland Fire Behavior NWCG S-290 Intermediate Incident Command System I-300
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 35:30 Activities: 10:00 Testing: 1:00
<b>Hours (Total):</b>	46:30
<b>Maximum Class Size:</b>	30
<b>Instructor Level:</b>	Instructor Level II

## Community Risk Officer

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**Instructor/Student Ratio:** 1:30

**Restrictions:** None

**SFT Designation:** CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0
- Or**
- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

#### Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/instructorscorner.php>:

- None

#### Student Resources

To participate in this course, students need:

- Fire and Life Safety Educator First Edition, Author: Marsha Giesler, Cengage Brain, ISBN:13-978-1-4283-0541-0
- Or**
- Fire and Life Safety Educator, Third Edition, IFSTA, Fire Protection Publications, ISBN: 978-087939396-0

#### Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- None

### Unit 1: Introduction

#### Topic 1-1: Orientation and Administration

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

##### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

##### Discussion Questions

1. What is a formative test? What is a summative test?

##### Activities

1. To be determined by the instructor.

#### Topic 1-2: Community Risk Officer Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Community Risk Officer certification track, the courses and requirements for Community Risk Officer certification, and be able to describe the capstone task book and testing process.

##### Enabling Learning Objectives

1. Identify the different levels of certification in the Community Risk Officer certification track

## Community Risk Officer

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- Community Risk Educator
  - Community Risk Specialist
  - Community Risk Officer
2. Identify the courses required for Community Risk Officer
    - Community Risk Educator
    - Community Risk Specialist
    - Community Risk Officer
  3. Identify any other requirements for Community Risk Officer
    - Two years of full-time experience or four years volunteer experience in fire and life safety education.
  4. Describe the capstone task book process
    - Complete all prerequisites and course work
    - Submit application and fees to request capstone task book
    - Complete all job performance requirements included in the task book
    - Must have identified evaluator verify individual task completion via signature
    - Must have Fire Chief or authorized representative verify task book completion via signature
    - Must be employed by a Fire Agency in the position prior to submitting completed task book to State Fire Training
  5. Describe the capstone testing process
    - Complete course work
    - Schedule online capstone test
    - Schedule skills evaluation test

### Discussion Questions

1. How many levels are there in the Community Risk Officer certification track? What are they?

### Activities

1. To be determined by the instructor.

## Unit 2: FLSE Administration

### Topic 2-1: Developing a Fire and Life Safety Education Budget

#### Terminal Learning Objective

At the end of this topic, a student, given schedules and guidelines concerning budget preparation, will be able to develop a fire and life safety education budget to determine and justify capital operating and personnel costs.

#### Enabling Learning Objectives

1. Identify program needs
2. Describe basic accounting methods
3. Describe budgeting methods
4. List budget cycles that affect the fire and life safety strategy

5. Identify cost allocation breakdown
6. Describe local budget guidelines and requirements
7. List budget administration issues
8. Collect, organize, and format budgetary information
9. Analyze projected budgetary needs

### Discussion Questions

1. Why is it important to review historical budget information?
2. What are examples of operating and personnel costs within an organizational budget?
3. What are some different types of budgeting methods?
4. What are some methods for determining and justifying operating costs?

### Activities

1. Given a program and a need, prepare a justification for purchase(s).

### Instructor Notes

1. Consider providing examples of various budgets.

**CTS Guide Reference:** CTS 1-1

## Topic 2-2: Formulating Alternate Fire and Life Safety Program Development and Delivery Systems

### Terminal Learning Objective

At the end of this topic, a student, given interagency networks, funding sources, and volunteer recruitment, will be able to formulate alternate systems of program development and delivery through nontraditional approaches to sustain fire and life safety strategies in the community.

### Enabling Learning Objectives

1. List interagency networks and community resources and organizations
2. Identify nonprofit corporations, foundations, and grantors
3. Identify volunteer recruitment strategy
4. Recruit volunteers
5. Coordinate and train volunteers
6. Write grants

### Discussion Questions

1. What are volunteer policies and procedures in your agency?
2. How do you protect your organization from liability when using volunteers?
3. What impact does grant writing have on the operating budget?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-2

## Unit 3: FLSE Planning and Development

### Topic 3-1: Developing a Comprehensive Fire and Life Safety Education Strategy

#### Terminal Learning Objective

At the end of this topic, a student, given a systematic planning process and relevant information, will be able to develop a comprehensive organizational fire and life safety education strategy, including program goals, design, resources, implementation, and evaluation methods.

#### Enabling Learning Objectives

1. List fire and life safety education issues
2. Discuss program administration issues
3. Identify community risks
4. List available current community resources
5. Describe cost/benefit analysis methods
6. Design program strategy
7. Select program components

#### Discussion Questions

1. What fire and life safety issues are present in your jurisdiction?

#### Activities

1. Given a budget of \$5,000 and personnel costs, tell students to choose three issues in their community, prioritize spending, and design the strategy.

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-1

### Topic 3-2: Creating a Fire and Life Safety Education Coalition

#### Terminal Learning Objective

At the end of this topic, a student, given a working knowledge of multijurisdictional organizations and agencies, a list of fire and injury priorities, and policies for interagency partnerships, will be able to create a fire and life safety education coalition to mitigate targeted fires and/or injuries.

#### Enabling Learning Objectives

1. Identify potential partners with shared concerns and resources
2. Describe team development dynamics
3. Facilitate meetings
4. Motivate partners to achieve goals
5. Manage and maintain teamwork
6. Interact with multijurisdictional agencies and organizations

#### Discussion Questions

1. What is the process used to create or help solidify an interagency collaborative partnership for a fire and life safety education issue?
2. What are the benefits of an interagency collaborative partnership?
3. What are potential barriers and obstacles to a successful coalition?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-2

## Topic 3-3: Projecting Future Fire and Life Safety Needs

### Terminal Learning Objective

At the end of this topic, a student, given current and emerging trends and issues, will be able to project future fire and life safety needs to accomplish proactive planning within the organizational mission.

### Enabling Learning Objectives

1. Analyze demographics
2. Review governmental regulations
3. Identify environmental issues
4. Recognize emerging trends and technological change
5. Analyze trends
6. Prepare strategic plan

### Discussion Questions

1. How have changing demographics and new technologies changed the way the fire service accomplishes its planning goals?
2. How are the planning goal outcomes reflected in the strategic plan?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider requiring students to bring in their agency's strategic plans for review and discussion.

**CTS Guide Reference:** CTS 2-3

## Topic 3-4: Proposing Fire and Life Safety Public Policy

### Terminal Learning Objective

At the end of this topic, a student, given a fire or injury issue and policy development guidelines, will be able to propose a public policy, provide justification for the policy, explain the issue, and identify policy solutions including economic incentives, impact, and/or benefit.

### Enabling Learning Objectives

1. Describe the fire and injury issue
2. Identify economic incentive
3. Review procedures for legislative implementation at the jurisdictional level
4. Propose public policy
5. Project policy outcome



### Discussion Questions

1. What are some fire and life safety issues in your jurisdiction that could be affected by proposing public policy changes?
2. What are the different types of public policy?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider teaching the eight steps to policy change, found in Fire and Life Safety Education, Third Edition, International Fire Service Training Association (IFSTA)

**CTS Guide Reference:** CTS 2-4

## Topic 3-5: Developing a Fire and Life Safety Marketing Plan

### Terminal Learning Objective

At the end of this topic, a student, given community risk issues and identified fire and life safety education goals, will be able to develop a marketing plan to create awareness of the importance of fire and life safety within the community.

### Enabling Learning Objectives

1. Describe fire and injury issues
2. Identify marketing strategies
3. List media resources
4. Establish relations with media
5. Write marketing plan outline

### Discussion Questions

1. What is the process for developing a marketing plan designed to raise awareness on a risk reduction issue?
2. What are your agency's current marketing strategies? How could marketing be improved?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider inviting local marketing firms or organizations to speak to the group.

**CTS Guide Reference:** CTS 2-5

## Unit 4: FLSE Education and Implementation

### Topic 4-1: Creating Fire and Life Safety Educational Messages

#### Terminal Learning Objective

At the end of this topic, a student, given identified community risk(s), will be able to create accurate educational messages specific to the audience to address identified community risk(s).

#### Enabling Learning Objectives

1. Describe epidemiology of injury

2. Identify technical content
3. Identify characteristics of the audience
4. Identify educational messages
5. Conduct research
6. Analyze risk
7. Write the safety message

### Discussion Questions

1. How do past injury statistics affect the current message?
2. What educational messages are currently successful?
3. What are some of the methods used to conduct research?

### Activities

1. Tell students to create a safety message.

### Instructor Notes

1. Consider providing the class with NFPA's Educational Messages, [www.nfpa.org/safety-information](http://www.nfpa.org/safety-information)

**CTS Guide Reference:** CTS 3-1

## Topic 4-2: Establishing Administration Policies for Fire and Life Safety Education

### Terminal Learning Objective

At the end of this topic, a student, given organizational mission and federal, state/provincial, tribal, and local regulations, will be able to establish administrative policies for the fire and life safety education program that are clearly stated and support the organizational mission.

### Enabling Learning Objectives

1. Review organization mission statement
2. Review policy development process
3. Design standard operating guidelines and procedures for the education program
4. Ensure program reflects mission statement

### Discussion Questions

1. What is the procedure for establishing and adopting administrative policies pertaining to risk reduction?
2. How does the mission statement drive the decisions about risk reduction programs and activities?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-2

## Topic 4-3: Creating a Training Program for Fire and Life Safety Educators

### **Terminal Learning Objective**

At the end of this topic, a student, given identified Job Performance Requirements (JPRs) and training program goals, will be able to create a training program for fire and life safety educators in order to carry out JPRs and achieve training program goals.

### **Enabling Learning Objectives**

1. Review JPRs
2. Identify course development guidelines
3. Design training program
4. Evaluate training program
5. Evaluate performance of personnel

### **Discussion Questions**

1. What is the process for creating an organizational training program for fire and life safety educators?
2. What is the difference between training and education?
3. What is the value of performance evaluations within a training program?

### **Activities**

1. To be determined by the instructor.

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 3-3

## **Topic 4-4: Creating a Fire and Life Safety Internal Awareness Campaign**

### **Terminal Learning Objective**

At the end of this topic, a student, given identified fire and life safety education goals and policies, will be able to create an awareness campaign to inform all members of their roles within the organization's fire and life safety education strategy.

### **Enabling Learning Objectives**

1. Review organization mission statement
2. Describe communication methods
3. Review goals, policies, and education strategy
4. Create an awareness campaign
5. Disseminate information internally
6. Implement campaign strategy

### **Discussion Questions**

1. What are the benefits of an awareness campaign?
2. How do internal awareness campaigns affect an agency's culture?
3. What strategies and methods can be used to measure the effectiveness of an awareness campaign?

### **Activities**

1. Students will review past awareness campaigns and identify what was successful or not successful in each one.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-4

## Topic 4-5: Creating Fire and Life Safety Education Reports

### Terminal Learning Objective

At the end of this topic, a student, given relevant information including strategies, goals, objectives, activities, impact, budgets, and outcomes, will be able to create a comprehensive fire and life safety education report(s) for policy makers, clearly describing educational strategies, goals, objectives, activities, impact, budgets, and outcomes.

### Enabling Learning Objectives

1. Describe public policy reporting
2. Generate reports
3. Analyze data

### Discussion Questions

1. How much does the current political climate influence the contents of your reports?
2. What critical information should be included in a report?
3. Who will benefit from reading the report?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-5

## Unit 5: FLSE Evaluation

## Topic 5-1: Implementing Public Health Surveillance Systems

### Terminal Learning Objective

At the end of this topic, a student, given the community's fire and injury prevention programs, will be able to implement a public health surveillance system and determine the effectiveness of the programs.

### Enabling Learning Objectives

1. Identify surveillance methods
2. Identify incident reporting systems
3. Conduct research
4. Implement surveillance strategies
5. Analyze data

### Discussion Questions

1. What is the process for developing a public health surveillance system?
2. How does collaboration with other agencies/organizations provide more comprehensive data collection?

### Activities

1. Invite a guest from public health to speak to the class about the use and the importance of public health surveillance systems.

### Instructor Notes

1. Consider using information from the World Health Organization (WHO) or the Center for Disease Control (CDC) to illustrate the design and use of public health surveillance systems.

**CTS Guide Reference:** CTS 4-1

## Topic 5-2: Evaluating Fire and Life Safety Educational Programs

### Terminal Learning Objective

At the end of this topic, a student, given community fire and injury risk(s) and programs, will be able to evaluate the educational program quantitatively and qualitatively, record benchmarks, measure customer satisfaction and education gain, and track behavior change.

### Enabling Learning Objectives

1. Review evaluation methodology
2. Conduct research
3. Analyze data
4. Design evaluation instruments
5. Describe statistical analysis

### Discussion Questions

1. How are qualitative and quantitative evaluation methods used to measure educational and behavioral change?
2. Does the program address all the mechanisms necessary to meet the desired outcomes?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider referencing Vision 20/20's materials regarding program evaluation ([www.strategicfire.org](http://www.strategicfire.org)).

**CTS Guide Reference:** CTS 4-2

## Unit 6: JFIS Administration

### Topic 6-1: Formulating JFIS Program Policies and Procedures

#### Terminal Learning Objective

At the end of this topic, a student, given a community needs assessment, program goals, and community and agency resources, services, and organizations, will be able to formulate program policies and procedures to match and support the goals of the program and the needs of the community.

#### Enabling Learning Objectives

1. Describe community needs
2. Define policy structure and format

3. List community and agency resources, services, and organizations
4. Review agency structure and goals
5. Gather and analyze information

### Discussion Questions

1. Why are policies and procedures essential to matching the goals and needs of the program?
2. How does an organizational protocol help facilitate consistency of JFIS operations?
3. How does the JFIS program fit into an agency's strategic plan?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-3

## Topic 6-2: Developing a JFIS Program Budget

### Terminal Learning Objective

At the end of this topic, a student, given program policies and procedures, program needs, and revenue sources, will be able to develop a program budget to determine and justify capital, operating, and personnel costs.

### Enabling Learning Objectives

1. Explain budget cycles
2. Describe the principles of basic accounting
3. Review program policies and procedures
4. List revenue sources
5. Collect and organize budget information

### Discussion Questions

1. What preparatory work is required prior to each budget cycle?
2. What are some potential revenue sources?
3. What are the capital and operating costs related to the program?

### Activities

1. Given a completed budget, the student will revise it with a 20% reduction.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-4

## Topic 6-3: Identifying and Assigning a JFIS I

### Terminal Learning Objective

At the end of this topic, a student, given the program needs, resources available, and program policies and procedures, will be able to identify and assign a JFIS I or other qualified personnel trained to conduct the intake/interview according to the program policies and procedures.

### Enabling Learning Objectives

1. Review case information
2. Explain personnel management structure
3. Evaluate skill level and match the JFIS I with the needs of the juvenile and his or her family

### Discussion Questions

1. What objective factors should be used to identify and select a JFIS I for a juvenile firesetter?
2. Why is it important to be able to justify your selection of a JFIS I to a case?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-5

## Topic 6-4: Supervising a JFIS I

### Terminal Learning Objective

At the end of this topic, a student, given program policies and procedures, will be able to supervise the JFIS I assigned to the case, collect a consistent body of information, evaluate performance, and give continuous direction and feedback.

### Enabling Learning Objectives

1. Describe performance evaluation techniques
2. Review program policies and procedures
3. Evaluate and utilize personal strengths of JFIS I personnel
4. Manage personnel

### Discussion Questions

1. What are some performance evaluation techniques?
2. What are some objective evaluation tools?
3. What laws or statutes will have an impact on the employee evaluation process?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. Consider reviewing the Fire Fighter Bill of Rights and/or federal, state/provincial, and tribal laws.

**CTS Guide Reference:** CTS 1-6

## Topic 6-5: Maintaining Records and Case Files of Juvenile Firesetters

### Terminal Learning Objective

At the end of this topic, a student, given all data collection forms, program policies and procedures, and legal requirements, will be able to maintain records and case files of each juvenile firesetter, make consistent and accurate documentation regarding the process and

content available for each case, address legal issues, track progress, evaluate the program, and meet federal, state/provincial, and tribal reporting requirements.

### **Enabling Learning Objectives**

1. Review federal, state/provincial, and tribal laws
2. Identify liability
3. Define file management systems
4. Select approved forms and materials
5. Manage cases
6. Write reports

### **Discussion Questions**

1. What are the legal responsibilities when maintaining records with personal data?
2. What are some alternative file management systems?
3. How are legal liabilities in a shared file management system resolved?

### **Activities**

1. To be determined by the instructor.

### **Instructor Notes**

1. Refer to NFPA 1035 Annex A, Section 10.3.1 for interagency makeup.

**CTS Guide Reference:** CTS 1-7

## **Unit 7: JFIS Planning and Development**

### **Topic 7-1: Developing JFIS Interagency Networks**

#### **Terminal Learning Objective**

At the end of this topic, a student, given a current list of agencies and an interagency agreement and protocol, will be able to develop an interagency network, clarify roles and responsibilities, establish the mission, interagency agreements, and interventions, and avoid the duplication of services.

#### **Enabling Learning Objectives**

1. Describe community resources and services provided
2. Facilitate meetings
3. Resolve conflicts
4. Build teams
5. Manage networks

#### **Discussion Questions**

1. How can interagency networks avoid duplication of services?
2. What role can a memorandum of understanding (MOU) play in building cohesion between different groups?

#### **Activities**

1. Students will create a survey to identify common goals and avoid potential overlap.

#### **Instructor Notes**

1. None.



**Guide Reference:** CTS 2-6

### **Topic 7-2: Developing and Selecting Approved JFIS Forms and Materials**

#### **Terminal Learning Objective**

At the end of this topic, a student, given existing forms or the option to create your own, will be able to develop or select approved forms and materials to meet the needs of the program and follow program policies and procedures.

#### **Enabling Learning Objectives**

1. Review existing approved forms and materials
2. Review program needs, policies, and procedures
3. Develop and/or select approved forms and materials

#### **Discussion Questions**

1. Which of your agency's policies and procedures will affect the development of JFIS forms and materials?

#### **Activities**

1. To be determined by the instructor.

#### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-7

### **Topic 7-3: Designing a JFIS Training Program**

#### **Terminal Learning Objective**

At the end of this topic, a student, given the curriculum and approved forms and materials, will be able to design a training program for JFIS personnel so they are able to perform intakes, interviews, and interventions, including education, referral, follow-up, and evaluation.

#### **Enabling Learning Objectives**

1. Review program policies and procedures
2. List resources
3. Schedule and manage programs

#### **Discussion Questions**

1. What are some resources available to develop a training program for a JFIS in your jurisdiction?
2. How would you gain and/or sustain support for the JFIS training program from internal management?

#### **Activities**

1. To be determined by the instructor.

#### **Instructor Notes**

1. Consider suggesting ways that personnel can debrief after one or a number of interventions to relieve stress.

**CTS Guide Reference:** CTS 2-8

### **Topic 7-4: Developing a JFIS Community Awareness Program**

#### **Terminal Learning Objective**

At the end of this topic, a student, given a mission statement, program policies and procedures, and incident data, will be able to develop a community awareness program to promote recognition of juvenile firesetter issues and available intervention resources.

#### **Enabling Learning Objectives**

1. List media resources
2. Review marketing strategies
3. Identify method(s) of media dissemination
4. Analyze community demographics
5. List intervention resources
6. Develop and present program

#### **Discussion Questions**

1. How would you utilize your coalition to enhance the image of your JFIS community awareness program?
2. What intervention resources are available to your agency?
3. What elements should be addressed in an advertizing program with the goal of informing community members about the local juvenile firesetter intervention program?

#### **Activities**

1. To be determined by the instructor.

#### **Instructor Notes**

1. Consider showing clips of past PSAs and identify why these campaigns were successful (or not).

**CTS Guide Reference:** CTS 2-9

### **Topic 7-5: Creating and Maintaining JFIS Data Collection Systems**

#### **Terminal Learning Objective**

At the end of this topic, a student, given all approved forms and materials, legal requirements, and program policies and procedures, will be able to create and maintain a consistent and accurate data collection system.

#### **Enabling Learning Objectives**

1. Describe data collection
2. Analyze and organize data

#### **Discussion Questions**

1. What is the data collection mechanism in your agency? What are the strengths and weaknesses of these mechanisms?
2. What are the legal responsibilities regarding data collection?

#### **Activities**

1. To be determined by the instructor.

### Instructor Notes

1. None

CTS Guide Reference: CTS 2-10

## Unit 8: JFIS Education and Implementation

### Topic 8-1: Delivering an Internal JFIS Training Program

#### Terminal Learning Objective

At the end of this topic, a student, given the curriculum and approved forms and materials, will be able to deliver a training program for JFIS personnel to ensure they are able to perform intakes/interviews, interventions, referrals, follow-ups, and evaluations.

#### Enabling Learning Objectives

1. Describe instructional techniques
2. Schedule and deliver programs

#### Discussion Questions

1. Why is teaching interpersonal skills important for conflict resolution?
2. What are successful interview techniques?
3. What should you do prior to, during, and after training to keep JFIS personnel up-to-date?
4. What strategy or technique should be used to evaluate the JFIS training program?
5. What aspects of the training program meet the needs of the audio, visual, and kinesthetic learner?

#### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

CTS Guide Reference: CTS 3-6

### Topic 8-2: Maintaining JFIS Interagency Networks

#### Terminal Learning Objective

At the end of this topic, a student, given established interagency agreements, will be able to maintain a current interagency network to meet responsibilities and program goals.

#### Enabling Learning Objectives

1. Review community resources and program goals
2. Facilitate meetings
3. Resolve conflicts
4. Build teams

#### Discussion Questions

1. What are some methods for recruiting, retaining, and motivating members of a team?
2. What are some challenges to maintaining a team?
3. What are some team-building exercises that work for this specific group?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-7

## Topic 8-3: Delivering JFIS Community Awareness Training

### Terminal Learning Objective

At the end of this topic, a student, given the training program, will be able to deliver community awareness training to current interagency network members, maintain continued support for the juvenile firesetter intervention program, and identify and refer juvenile firesetters to the program.

### Enabling Learning Objectives

1. Describe instructional techniques
2. Schedule and deliver programs

### Discussion Questions

1. What are some considerations when preparing to deliver a training program for interagency network members involved in a JFIS program?

### Activities

1. To be determined by the instructor.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 3-8

## Unit 9: JFIS Evaluation

### Topic 9-1: Evaluating JFIS Programs

#### Terminal Learning Objective

At the end of this topic, a student, given program goals, feedback, records, and case files, will be able to evaluate the program to define and meet program outcomes.

#### Enabling Learning Objectives

1. Describe data analysis and evaluation methods
2. Analyze information and statistics

#### Discussion Questions

1. What is the process for evaluating a JFIS program to determine if program outcomes are being met?
2. What processes should be used to determine if JFIS programs are effective in reducing the incidence of juvenile-set fires?

#### Activities

1. Students will prepare a report to submit to the community on JFIS program results.

### Instructor Notes

1. Consider referencing tools and techniques from the National Juvenile Justice Evaluation Center ([www.jrsa.org/njiec](http://www.jrsa.org/njiec)).
2. Refer to NFPA 1035 Annex A, Section 10.3.2 for ways to measure program successes.

**CTS Guide Reference:** CTS 4-3

## Topic 9-2: Analyzing JFIS Program Effectiveness

### Terminal Learning Objective

At the end of this topic, a student, given the evaluations and the data collected, including information on recidivism will be able to analyze the effectiveness of the program and make any necessary changes.

### Enabling Learning Objectives

1. Describe data analysis and evaluation methods
2. Analyze information and statistics

### Discussion Questions

1. What is the process for evaluating a JFIS intervention program to determine if program outcomes are being met?
2. How would you determine what changes to make in the program, based on the data evaluation?
3. How do recidivism rates change based on the youth firesetter profile and how can evaluation outcomes become skewed?

### Activities

1. Students will analyze data, report findings, and make suggestions based on those findings on how to improve the program.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 4-4

## Topic 9-3: Preparing JFIS Program Reports

### Terminal Learning Objective

At the end of this topic, a student, given evaluation results and program goals, will be able to prepare a program report to inform the community and current interagency network and generate support for the program.

### Enabling Learning Objectives

1. Identify components of report writing
2. Write report

### Discussion Questions

1. What is the procedure for preparing a report for the community and the interagency network on JFIS program results and outcomes?
2. What information will and will not spark controversy within the community?
3. How are controversies addressed?

### **Activities**

1. Given a specific format and information, students will prepare a written report.

### **Instructor Notes**

1. Consider providing samples of successful program reports.

**CTS Guide Reference:** CTS 4-5

### Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Community Risk Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		00:00	
<b>Unit 1 Totals</b>	<b>1:30</b>	<b>00:00</b>	<b>1:30</b>
<b>Unit 2: FLSE Administration</b>			
Topic 2-1: Developing a Fire and Life Safety Education Budget			
Lecture	1:30		
Activity 2-1: Recommended by SFT		1:00	
Topic 2-2: Formulating Alternate Fire and Life Safety Program Development and Delivery Systems			
Lecture	2:00		
Activity 2-2: To be determined by instructor		00:00	
<b>Unit 2 Totals</b>	<b>3:30</b>	<b>1:00</b>	<b>4:30</b>
<b>Unit 3: FLSE Planning and Development</b>			
Topic 3-1: Developing a Comprehensive Fire and Life Safety Education Strategy			
Lecture	2:00		
Activity 3-1: Recommended by SFT		2:00	
Topic 3-2: Creating a Fire and Life Safety Coalition			
Lecture	1:00		
Activity 3-2: To be determined by instructor		00:00	

## Community Risk Officer

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 3-3: Projecting Future Fire and Life Safety Needs			
Lecture	1:00		
Activity 3-3: To be determined by instructor		00:00	
Topic 3-4: Proposing Fire and Life Safety Public Policy			
Lecture	2:00		
Activity 3-4: To be determined by instructor		00:00	
Topic 3-5: Developing a Fire and Life Safety Marketing Plan			
Lecture	1:30		
Activity 3-5: To be determined by instructor		00:00	
<b>Unit 3 Totals</b>	<b>6:30</b>	<b>2:00</b>	<b>8:30</b>
<b>Unit 4: FLSE Education</b>			
Topic 4-1: Creating Fire and Life Safety Educational Messages			
Lecture	1:00		
Activity 4-1: Recommended by SFT		1:00	
Topic 4-2: Establishing Administration Policies for Fire and Life Safety Education			
Lecture	1:00		
Activity 4-2: To be determined by instructor		00:00	
Topic 4-3: Creating a Training Program for Fire and Life Safety Educators			
Lecture	1:30		
Activity 4-3: To be determined by instructor		00:00	
Topic 4-4: Creating a Fire and Life Safety Internal Awareness Campaign			
Lecture	1:00		
Activity 4-4: Recommended by SFT		1:00	
Topic 4-5: Creating Fire and Life Safety Education Reports			
Lecture	1:30		



## Community Risk Officer

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Segment	Lecture Time	Activity Time	Total Unit Time
Activity 4-5: To be determined by instructor		00:00	
<b>Unit 4 Totals</b>	<b>6:00</b>	<b>2:00</b>	<b>8:00</b>
<b>Unit 5: FLSE Evaluation</b>			
Topic 5-1: Implementing Public Health Surveillance Systems			
Lecture	1:30		
Activity 5-1: Recommended by SFT		1:00	
Topic 5-2: Evaluating Fire and Life Safety Educational Programs			
Lecture	1:00		
Activity 5-2: To be determined by instructor			
<b>Unit 5 Totals</b>	<b>2:30</b>	<b>1:00</b>	<b>3:30</b>
<b>Unit 6: JFIS Administration</b>			
Topic 6-1: Formulating JFIS Program Policies and Procedures			
Lecture	1:00		
Activity 6-1: To be determined by instructor		00:00	
Topic 6-2: Developing a JFIS Program Budget			
Lecture	1:00		
Activity 6-2: Recommended by SFT		0:30	
Topic 6-3: Assigning a JFIS I			
Lecture	0:30		
Activity 6-3: To be determined by instructor		00:00	
Topic 6-4: Supervising a JFIS I			
Lecture	0:30		
Activity 6-4: To be determined by instructor		00:00	
Topic 6-5: Maintaining Records and Case Files of Juvenile Firesetters			
Lecture	1:00		
Activity 6-5: To be determined by instructor		00:00	
<b>Unit 6 Totals</b>	<b>4:00</b>	<b>0:30</b>	<b>4:30</b>
<b>Unit 7: JFIS Planning and Development</b>			

## Community Risk Officer

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 7-1: Developing JFIS Interagency Networks			
Lecture	1:00		
Activity 7-1: Recommended by SFT		1:30	
Topic 7-2: Developing and Selecting Approved JFIS Forms and Materials			
Lecture	0:30		
Activity 7-2: To be determined by instructor		00:00	
Topic 7-3: Designing a JFIS Personnel Training Program			
Lecture	1:00		
Activity 7-3: To be determined by instructor		00:00	
Topic 7-4: Developing a JFIS Community Awareness Program			
Lecture	1:30		
Activity 7-4: To be determined by instructor		00:00	
Topic 7-5: Creating and Maintaining JFIS Data Collection Systems			
Lecture	0:30		
Activity 7-5: To be determined by instructor		00:00	
<b>Unit 7 Totals</b>	<b>4:30</b>	<b>1:30</b>	<b>6:00</b>
<b>Unit 8: JFIS Education and Implementation</b>			
Topic 8-1: Delivering an Internal JFIS Training Program			
Lecture	1:00		
Activity 8-1: To be determined by instructor		00:00	
Topic 8-2: Maintaining JFIS Interagency Networks			
Lecture	1:00		
Activity 8-2: To be determined by instructor		00:00	
Topic 8-3: Delivering JFIS Community Awareness Training			

## Community Risk Officer

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	1:00		
Activity 8-3: To be determined by instructor		00:00	
<b>Unit 8 Totals</b>	<b>3:00</b>	<b>00:00</b>	<b>3:00</b>
<b>Unit 9: JFIS Evaluation</b>			
Topic 9-1: Evaluating JFIS Programs			
Lecture	1:00		
Activity 9-1: Recommended by SFT		1:00	
Topic 9-2: Analyzing JFIS Program Effectiveness			
Lecture	1:00		
Activity 9-2: Recommended by SFT		1:00	
Topic 9-3: Preparing JFIS Program Reports			
Lecture	1:00		
Activity 9-3: Recommended by SFT		1:00	
<b>Unit 9 Totals</b>	<b>3:00</b>	<b>3:00</b>	<b>6:00</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>35:30</b>	<b>10:00</b>	<b>45:30</b>

### Course Totals

Total Lecture Time (LT)	35:30
Total Activity Time (AT)	10:00
Total Testing Time (TT)	1:00
<b>Total Course Time</b>	<b>46:30</b>